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these matters. The questionnaire method was so long ago abandoned as a basis for criticism of educational practices that it is surprising to see it revived without apology and with seeming confidence.

HOLLISTER, H. A., AND OTHERS. *Proceedings of the High-School Conference of November 22, 23, and 24, 1917*. Urbana, Ill.: University of Illinois School of Education, Bulletin No. 19. Pp. 354.

As the title indicates, this is the report of the high-school conference held at the University of Illinois last November. The report is organized in two parts. Part I deals with general sessions and Part II with section meetings. Part I is made up chiefly of addresses by Messrs. H. S. Magill, Medill McCormick, Luther H. Gulick, and Miss Helen C. Putnam. Besides these addresses this part contains the Director's message and reports on library exhibit and on correlation of science work.

Part II contains over 300 pages and is made up of the papers and discussions presented at the various section meetings. Administrative, agricultural, biology, classics, commercial, county superintendents and village principals, domestic science, English, geography, manual arts, mathematics, modern language, music, physical education, physical science, and social science are the sections represented in Part II. The reports from each of these sections are rather full and in detail. Anyone interested in one or more of these phases of secondary education will find much material of interest and value. Inquiries concerning the report should be directed to H. A. Hollister, Urbana, Illinois.

SMITH, LEWIS WILBUR. *Illinois High Schools. Their Organization, Maintenance, Administration, and Instruction with Particular Reference to the Township High School*. Issued by FRANCIS G. BLAIR, superintendent of public instruction, Springfield, Ill., 1917. Pp. 291.

In his study of Illinois high schools Principal Smith of Harvey, Illinois, has made a notable contribution to the field of secondary education. If a similar study of the high schools in each state were in existence some valuable conclusions relative to secondary education at large could be made. Most of the material on which this report is based was derived from records in the state superintendent's office. To supplement these records Mr. Smith sent out an elaborate questionnaire to the principals of Illinois township high schools and also secured through the high-school inspector of the University of Illinois records relating to the work of over 2,300 Freshmen in the university.

Mr. Smith has organized his report around the following topics: the constitution of the township high school, the plant, finances, the course of study, the principal, the teachers, the student body, efficiency of high-school graduates in the university, the territorial unit underlying the township high school, and launching the township high school. In handling his data the writer has made much use of statistics and the statistical method. His general plan is to first present the material in tabular form and then to follow this table with a figure

or graph illustrating and amplifying it. The discussion is concerned largely with the interpretation and the explanation of the tables and figures. The general conclusions are brought together at the close of the study.

In dealing with the high school as a whole Mr. Smith classified them into two general divisions, city high schools and township high schools. These again are classified as to size. For example, Class A, high schools having 1 to 100 pupils; Class B, high schools having 101 to 200 pupils; Class C, high schools having 201 to 300 pupils; Class D, high schools having 301 to 500 pupils; Class E, high schools having 501 and over. By using such a scheme of classification Mr. Smith has been able to present his material in a much more convenient and usable form.

The study shows painstaking care and much thought. It will, no doubt, prove to be a valuable model for subsequent studies along this line. While it will be of chief value to the secondary-school men of Illinois it will nevertheless be of almost equal value to students of secondary education in all sections of the country.

ROBBINS, CHARLES L. *The School as a Social Institution*. An Introduction to the Study of Social Education. Chicago: Allyn & Bacon, 1918. Pp. xvi+470.

In his Preface the author states that the purpose of this book is to make available for teachers, social workers, and citizens interested in social problems such a survey of the school as will present in a brief, comprehensive manner the social significance of its educational work, its relation to other institutions and forces, its function as a determining and controlling force, its work as a protective agency, and its service as a community center. In carrying out this ambitious purpose the author discusses at some length the following general topics: evolution of the idea of school as a social institution, the social ideals of the school, social conditions which control the school, the reaction of the school upon society, the school as a protective agency, the school as a selective agency, the school as a guiding institution, the school as an instrument of control, the school as a community center, organization as a social problem, private schools and public education, the course of study, nature and types of method, and the teacher. To each of these topics a chapter is devoted.

The book seems to have been written to supply a need for a text in this field. The general plan of the author as applied to each chapter is, first, to give a quotation from a well-known writer in the field of education bearing on the subject of the chapter. Next follows the general discussion, which is outlined by means of topical and marginal headings; and finally the chapter closes with a brief bibliography on the subject under immediate discussion. The treatment as a whole is fresh and up to date. Secondary authorities have been used almost exclusively. The author has shown quite a great deal of skill in selecting the best from the great number of writers in this field and presenting it in a well-organized, attractive, and convincing form. Those